

**CLASS : 12th (Sr. Secondary)**

**Code No. 202**

**Series : Sec. April/2021**

Roll No. 

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**ENGLISH (Elective)**

**PART – II**

**(Objective Questions)**

*(Academic)*

*(Only for Fresh/School Candidates)*

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- *Please make sure that the printed pages in this question paper of **Part-II** are **16** in number and it contains **40** questions.*
  - *Candidates must write their Roll Number on the question paper.*
  - *Before answering the question, ensure that you have been supplied the correct and complete question paper, **no claim in this regard, will be entertained after examination.***
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**General Instructions :**

- (i) This question paper is divided into **three** Sections : **A, B** and **C**.*
- (ii) **All the sections are compulsory.***
- (iii) Attempt all the parts of a question together.*

**(a)** Read the passage given below and answer the questions that follow :

The Covid-19 pandemic has sharpened the focus on the vulnerabilities faced by many sections of the population, especially women. But among these groups, women living with disabilities – there are 11.8 million in India face a particularly challenging situation. Two civil society organisations, Rising Flame and Sightsavers, undertook a study of women with disabilities during the pandemic and found that those with sight and hearing impairments faced serious obstacles to accessing information, education, food and other basic amenities not to mention psychological support.

Many with sight disabilities were not able to access the Aarogya Setu app as it does not factor in their requirements. Those with locomotor disabilities were not able to visit stores to access food and the virus acted as an impediment to getting delivery of essential services. Many payment apps are not accessible to the visually challenged and many online courses too are not tailored to their needs.

While work from home could be to the advantage of women with disabilities, there are several challenges in being able to access video calls and voice calls and, of course, there is lack of connectivity in many areas. The pandemic has also curtailed the possibilities of many disabled women being able to get physical and psychological support. Social distancing and fear of the virus has led to many of them losing whatever little physical support they had in the form of attendants.

Government schemes, which have been a lifeline for so many women in these trying times, must be responsive to the needs of women with disabilities. For a start, the government could use its robust grass-roots systems with its health workers to create awareness in families about the need to not compromise on health and education for women with disabilities.

Skill development, one of the flagship programmes of the government, should include courses and training specifically for women who are disabled in consultation with them. Some of these women should be inducted into local decision making bodies so that they can participate in processes, which build their skills.

In India, many women in general and those with disabilities in particular have to face poverty, poor health conditions, little or no income, lower education levels and isolation. With resources being scarce, women usually get the short end of the stick, more so if they suffer from some form of disability. Trapped at

home, they are also vulnerable to abuse and face barriers in being able to register a complaint with the police or bring this to the notice of a civil society organisation. In many cases, fearing abandonment or further isolation, they chose to keep quiet.

The government and non-governmental organisations can intervene to help. One, set up a functioning telephone network, accessible to women with disabilities so that they can convey their needs to a relevant person in the local governance system. Two, create a database of those with disabilities and their medical needs. A noteworthy effort is a video made with relevant Information by the office of the Commissioner for Disabilities.

Women with disabilities have been on the margins for far too long. The pandemic has been particularly cruel to them but also offers an opportunity to enable them to become more independent and productive if the government makes a concerted effort.

**Questions :**

1 × 8 = 8

- (1) What has sharpened the focus on the vulnerability faced by many sections of population ?
  - (A) COVID-19
  - (B) Flu
  - (C) Influenza
  - (D) Cholera
- (2) How many women are living with disability in India ?
  - (A) 10.8 millions
  - (B) 11.8 millions
  - (C) 12.8 millions
  - (D) 13.8 millions
- (3) Who undertook a study of women with disabilities during pandemic ?
  - (A) Rising flame
  - (B) Sight savers
  - (C) Both (A) and (B)
  - (D) Neither (A) nor (B)

- (4) What were not accessible to people with disability ?
- (A) Aarogya Setu
  - (B) Virtual visit to stores
  - (C) Payment apps
  - (D) All of the above
- (5) Pandemic curtailed many possibilities of disabled women :
- (A) Physical support
  - (B) Psychological support
  - (C) Both (A) & (B)
  - (D) Neither (A) nor (B)
- (6) Which flagship programme of the government should include courses and training of disabled women ?
- (A) Skill development                      (B) Finance development
  - (C) Curriculum development    (D) Training development
- (7) What problems do women with disability face ?
- (A) Poverty and health
  - (B) Little or no income
  - (C) Lower education levels and isolation
  - (D) All of the above

- (8) How can the government and non-government organizations intervene to help the women with disability ?
- (A) Create telephone network
  - (B) Database of disabilities
  - (C) Medical needs
  - (D) All of the above

**(b)** Read the stanza given below and answer the questions that follow :

Not like the brazen giant of Greek fame,  
With conquering limbs astride from land to land;  
Here at our sea-washed, sunset gates shall stand  
A mighty woman with a torch, whose flame  
Is the imprisoned lightning, and her name  
Mother of Exiles. From her beacon-hand  
Glows world-wide welcome; her mild eyes command  
The air-bridged harbor that twin cities frame.  
"Keep, ancient lands, your storied pomp!" cries she  
With silent lips. "Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tossed to me,  
I lift my lamp beside the golden door !"

**Questions :**

1 × 8 = 8

- (9) What is the genre of this particular poem of fourteen lines ?
- (A) Sonnet (B) Lyric  
(C) Elegy (D) Dramatic Monologue
- (10) What particular type of gesture is shown here ?
- (A) gesture of world-wide welcome  
(B) gesture of world-wide ruin  
(C) gesture of world-wide rue  
(D) gesture of porting
- (11) How does the poem begin ?
- (A) Inverse simile (B) Direct simile  
(C) Subdued simile (D) Matching simile
- (12) What is highlighted in the first eight lines ?
- (A) Mighty woman and maternal strength  
(B) Beacon of hospitality  
(C) Reference to two cities  
(D) All of the above
- (13) What is the gist of the next six lines of the Sonnet ?
- (A) outpouring of love (B) outpouring of compassion  
(C) outpouring of sorrow (D) outpouring of honour

- (14) What connection does the poem establish ?
- (A) The modern world and not ancient world
  - (B) The ancient world and not the modern world
  - (C) The wonderful world
  - (D) The ancient world and the modern world
- (15) What is the conviction of the poet in the last line ?
- (A) bring sorrow in their life
  - (B) bring light in their life
  - (C) will give them shock
  - (D) will not harm anybody
- (16) Find word from the passage which mean :
- "Poor and miserable"
- (A) wretched
  - (B) harbour
  - (C) refuse
  - (D) comfort

**(c)** Read the passage given below and answer the questions that follow :

She stood up in a sudden impulse of terror. Escape ! She must escape ! Frank would save her. He would give her life, perhaps love, too. But she wanted to live. Why should she be unhappy ? She had a right to happiness. Frank would take her in his arms, fold her in his arms. He would save her.

She stood among the swaying crowd in the station at the North Wall. He held her hand and she knew that he was speaking to her, saying something about the passage over and over again. The station was full of soldiers with brown baggages. Through the wide doors of the sheds she caught a glimpse of the

black mass of the boat, lying in beside the quay wall, with illumined portholes. She answered nothing. She felt her cheek pale and cold and, out of maze of distress, she prayed to God to direct her, to show her what was her duty. The boat blew a long mournful whistle into the mist. If she went, tomorrow she would be on the sea with Frank, steaming toward Buenos Aires. Their passage had been booked. Could she still draw back after all he had done for her ? Her distress awoke a nausea in her body and she kept moving her lips in silent fervent prayer.

A bell changed upon her heart. She felt him seize her hand :

'Come !'

All the seas of the world tumbled about her heart. He was drawing her into them : he would drown her. She gripped with both hands at the iron railing.

'Come !'

No ! No ! No ! It was impossible. Her hands clutched the iron in frenzy. Amid the seas she sent a cry of anguish.

'Eveline ! Evvy !'

**Questions :**

1 × 6 = 6

(17) Name the story from which the above passage is taken :

- |                      |                              |
|----------------------|------------------------------|
| (A) I Sell My Dreams | (B) A Wedding in Brownsville |
| (C) Tomorrow         | (D) Eveline                  |

(18) Name the writer of the above passage :

- |                   |                  |
|-------------------|------------------|
| (A) Joseph Conrad | (B) Bi Shu Min   |
| (C) James Joyce   | (D) I. B. Singer |

- (19) What did Eveline want to do with Frank ?
- (A) Escape (B) Love  
(C) Hate (D) Shock him
- (20) What are expectations of Eveline from Frank ?
- (A) Mercy (B) Life, love and happiness  
(C) Pity (D) Shock
- (21) Where was Eveline standing among the swaying crowd ?
- (A) North wall station  
(B) South all station  
(C) North all station  
(D) South wall station
- (22) Where would she be steaming towards if she would be with Frank on the sea ?
- (A) Buenos Air (B) Buenos Aires  
(C) Airy Buenos (D) Airy Buenos

**(d)** Read the stanza given below and answer the questions that follow :

Pity would be no more

If we did not make somebody Poor;

And Mercy no more would be

If all were as happy as we.

And mutual fear brings peace,  
Till the selfish loves increase:  
Then Cruelty knits a snare,  
And spreads his baits with care.  
  
He sits down with holy fears,  
And waters the ground with tears;  
Then Humility takes its root  
Underneath his foot.  
  
Soon spreads the dismal shade  
Of Mystery over his head;  
And the Caterpillar and Fly  
Feed on the Mystery.  
  
And it bears the fruit of Deceit,  
Ruddy and sweet to eat;  
And the Raven his nest has made  
In its thickest shade

**Questions :**

1 × 6 = 6

(23) Name the poem from which the above passages is taken ?

- (A) Kubla Khan
- (B) The Human Abstract
- (C) Trees
- (D) A Lecture upon the Shadow

(24) Who is the poet of the above passage ?

- (A) William Blake
- (B) John Donne
- (C) S. T. Coleridge
- (D) John Milton

(25) What will evaporate if we don't have poor ?

- (A) Pity
- (B) Shock
- (C) Cruelty
- (D) Kindness

(26) What will cease to exist if there is happiness all around ?

- (A) Mercy
- (B) Shock
- (C) Cruelty
- (D) Kindness

(27) What brings peace in life ?

- (A) Mutual fear
- (B) Cruelty
- (C) Kindness
- (D) Pity

(28) What knits the snare and spreads the barts with care ?

(A) Cruelty

(B) Mercy

(C) Mercy

(D) Mutual love

(e) Read the passage given below and answer the questions that follow :

In certain lights that mark on the wall seems actually to project from the wall. Nor is it entirely circular. I cannot be sure, but it seems to cast a perceptible shadow, suggesting that if I ran my finger down that strip of the wall it would, at a certain point, mount and descend a small tumulus, a smooth tumulus like those barrows on the South Downs which are, they say, either tombs or camps. Of the two I should prefer them to be tombs, desiring melancholy like most English people, and finding it natural at the end of a walk to think of the bones stretched beneath the turf ..... There must be some book about it. Some antiquary must have dug up those bones and given them a name ... What sort of a man is an antiquary. I wonder ? Retired Colonels for the most part, I dare say, leading parties of aged labourers to the top here, examining clods of earth and stone, and getting into correspondence with the neighbouring clergy, which, being opened at breakfast time, gives them a feeling of importance, and the comparison of arrow-heads necessitates cross-country journeys to the country towns, an agreeable necessity both to them and to their elderly wives, who wish to make plum jam or to clean out the study, and have every reason for keeping that great question of the camp or the tomb in perpetual suspension, while the colonel himself feels agreeably philosophic in accumulating evidence on both sides of the question. It is true that he does finally incline to believe in the camp; and, being opposed, indites a pamphlet which he is about to read at the quarterly meeting of the local society when a stroke lays him low, and his last conscious thoughts are not of wife or child,

but of the camp and that arrow-head there, which is now in the case at the local museum, together with the foot of a Chinese murderess, a handful of Elizabethan nails, a great many Tudor clay pipes.

**Questions :**

1 × 6 = 6

(29) Name the chapter from which the above lines have been taken ?

- (A) Freedom
- (B) Film Making
- (C) The Mark on the Wall
- (D) On Science Fiction

(30) Who is the author of the above passage ?

- (A) G. B. Shaw
- (B) D. H. Lawrence
- (C) Amartya Sen
- (D) Virginia Woolf

(31) Who are retired colonels ?

- (A) leading parties of aged labourers
- (B) protesting farmers
- (C) young labourers
- (D) young farmers

(32) What do retired colonels examine ?

- (A) clots of earth and stone
- (B) getting into correspondence with neighbouring clergy
- (C) both (A) and (B)
- (D) neither (A) nor (B)

(33) What does the comparison of arrow-heads necessitate ?

- (A) cross country journeys
- (B) country towns
- (C) escape into space
- (D) escape into the earth

(34) What was his last conscious thought ?

- (A) wife
- (B) child
- (C) camp
- (D) nothing

**(f)** Read the passage given below and answer the questions that follow :

During the last few months it was quite clear she didn't have much time left. I am childless and she became my child ! Truly, the book is about her. I have dedicated it to her memory. She died last year – just a few months before the book came out. I have tried to relieve what I learnt about her emotional life as I nursed her – tended to her – watched helplessly as she floated into death. I miss her. I miss my beautiful, gentle sister.

*(Her eyes moisten)*

She is the only character in the novel drawn from life. The other characters and the plot are entirely fictional. Invented.

*(Pause)*

I must here acknowledge the support I received from one person while I wrote the novel – my husband. Pramod Murty. I was working full time as a lecturer then. College chores. And home was full of her memories. And there was I, suddenly writing in English. Floundering. Sinking. I was utterly clueless. there were moments when I broke down. When I felt I couldn't go on. But he was always there at my side, encouraging me, prodding me on. Without him, I would never have completed the novel. Thank you, Pramod.

*(The overhead light turns yellow)*

Well, that's it. I have committed the Cardinal sin of writing in English.

(Laughs)

There is no prayaschitta for it, not absolution. But fortunately the film you are about to see is in Kannada. That makes me very happy. After all, the family I have written about is Kannada. I am a Kannada writer myself, born to the language and civilization, and proud of it. The Kannada reality I conceived in English has been translated back into Kannada – to perfection – by the Director. I couldn't have done it better. My thanks to the cast and the crew and of course, Shree-TV. Well enjoy the telefilm.

Good Night. *Namaskara.*

**Questions :**

1 × 6 = 6

(35) What is the name of the play of the above lines ?

- |                |                   |
|----------------|-------------------|
| (A) Chandalika | (B) Broken Images |
| (C) Hamlet     | (D) King Lear     |

(36) Who is the playwright of above lines ?

- |                 |                   |
|-----------------|-------------------|
| (A) Chandalika  | (B) Girish Karnad |
| (C) Shakespeare | (D) Marlowe       |

- (37) Who is 'she' talked about in the passage ?
- (A) Malini (B) Pramod  
(C) Chakravorty (D) Manjula
- (38) What did Manjula Nayak write about the girl in the passage ?
- (A) Emotional life  
(B) Nursing and tending her  
(C) Watching her helplessly floating into death  
(D) All of the above
- (39) Name of Manjula Nayak's husband :
- (A) Malini (B) Pramod Murty  
(C) Chakravorty (D) Nayak Sinha
- (40) What makes Manjula happy, though the novel was written in English ?
- (A) film made in Kannada (B) film made in Hindi  
(C) film made in Bengali (D) film made in Oriya

